TCAP Achievement, Grade 5, Social Studies Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

SPI# State Performance Indicator		Economics		
5.2.1 Differentiate between necds and wants on a personal and national level. 5.2.2 Differentiate between an economic boom and bust. 5.2.3 Recognize the concept of buying on credit 5.2.4 Interpret economic is sues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or autplane production). 5.2.5 Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles). 5.2.6 Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances). For Geography State Performance Indicator Geography State Performance Indicator Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers). 5.3.1 Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers). 5.3.2 Defermine America's population shifts by interpreting a population map. 5.3.3 Locate information from an atlas entry. 5.3.4 Locate a major United States city using latitude and longitude. 5.3.5 Interpret a climograph. For State Performance Indicator For State Performance Indicator Interpret sectional illustrations of First Amendment freedoms (i.e., speech, assembly, and religion). Recognize the differences between the Tennessee State Constitution and the United St				
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TCAP Achievement, Grade 5, Social Studies Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

History United States Time Period 3: Eras 7, 8, 9, 10	
SPI#	State Performance Indicator
5.6.1	Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Adams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).
5.1.1	Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).
5.5.3	Interpret timelines that depict major historical post-Civil War events.
5.5.4	Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
5.5.5	Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).
5.1.2	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
5.5.8	Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).
5.5.7	Interpret a primary reading sample.
5.6.2	Use tools of social science inquire such as surveys, statistics, maps, and documents.
5.1.4	Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).